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The Honourable Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

Ontario

Curriculum Guideline

MODERN LANGUAGES

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*Intermediate and
Senior Divisions*

VALIDATION DRAFT

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October 18, 1988


Ms. Ruth A. Marks
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Dear Ms. Marks:

The Ministry of Education is developing a Modern Languages curriculum guideline for the Intermediate and Senior Divisions. As part of the validation process, a copy of the English language validation draft is enclosed for your information; Le programme-cadre, Langues vivantes will be issued shortly.

Educators are asked to study this validation draft and provide written reactions and suggestions for improvement. Suggested additions, deletions, and changes in wording should be made in red on the pages of the document. Responses should reach this office by February 17, 1989, although we would appreciate receiving them earlier.

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English responses to this validation exercise should be sent to:

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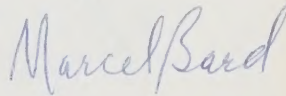
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If you require additional information, please contact Helen Mitchell at 965-5986 or Anne-Marie Caron-Réaume at 965-1802.

Thank you for your assistance in this validation process.

Yours sincerely,



for Sheila Roy
Director
Centre for Secondary
and Adult Education

Enclosure

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POLICY

INTRODUCTION

This guideline supersedes the following Ontario Ministry of Education guidelines:

- . German S.15B (13), 1968
- . Italian S.15D, 1968
- . Italian S.15D (13), 1968
- . Modern Languages I. and S.15
(French, German, Italian, Russian), 1961
- . Russian S.15C (13), 1968
- . Spanish I. and S.43, 1964
- . Spanish S.43 (13) 1968

It provides guidance for the organization of secondary school credit courses in modern languages other than English, French, and Native Languages.

Our province and its people have been enriched by many cultures and languages. In an effort to capture the potential value of this linguistic diversity and create a truly multicultural society, the Ministry of Education encourages the teaching of any modern language in which students are interested.

To permit this one document to accommodate the variety of modern languages taught in Ontario secondary schools, the Content section is based on the English language. Teachers will prepare their courses by following the English outline and adapting it to the language they are teaching. Administrators who do not speak the language being taught will be able to follow the course on the basis of the English-language outline.

To illustrate how the English-language outline can be applied in practice to specific languages, appendixes are provided for German, Italian, and Spanish - the three languages most widely taught in Ontario - and for one Oriental language. For other languages, teachers will prepare content outlines following the same pattern. These outlines should include, where appropriate, suggestions for teaching non-roman alphabets, tonality, and other particular elements of non-Indo-European languages. The Ministry of Education will facilitate the sharing of content outlines developed for other languages.

The guideline is designed to address a wide audience ranging from experienced teachers in established programs to teachers in newly initiated language programs who may not have had the opportunity for specific training in modern language teaching. Teachers can draw what they need from the techniques and activities suggested in this guideline.

AUTHORIZED CREDIT COURSES AND CODES

This guideline outlines principles for a three-year sequence in modern languages at the basic, general, and advanced levels. In the advanced level, the third year constitutes the Ontario Academic Course. Where there is sufficient demand, a second distinct OAC can be offered. The two OACs must be independent of each other; one OAC cannot be a prerequisite for the other.

Each year of the sequence constitutes a single-credit course. Courses that are worth a half credit may be designed for any year and level other than the Ontario Academic Course, provided that such courses incorporate objectives in listening, speaking, reading, writing, and culture. No courses worth less than a half credit are to be offered in modern languages (see OSIS, section 4.5).

The successful completion of a modern languages course that has been repeated at a different level of difficulty may be granted a full credit provided that, in the judgment of the school's principal and staff (see OSIS, section 5.4), it meets the minimum criteria for considering a course as new learning:

- reading material new to the student;
- writing assignments new to the student;

- new cultural topics;
- growth in language knowledge and skills that could reasonably be expected for 110 hours at that level.

Students taking an OAC in a modern language must, as a prerequisite, have successfully completed one Senior Division advanced-level course in that language.

The first three characters of the common course codes for modern languages included in existing guidelines are:

LE	MODERN EUROPEAN LANGUAGES
LEG	German
LEH*	German
LEI	Italian
LEJ*	Italian
LEQ*	Russian
LER	Russian
LES	Spanish
LET*	Spanish

A common course code has been developed to identify second courses, where authorized (see page 8), in each of these languages. These codes are marked with an asterisk.

For other languages, non-guideline course approvals will continue to be required until this validation draft is replaced by the release of the final guideline. At that time, common course codes will be announced for each language. At present, the first two characters for non-guideline courses are:

LM	OTHER EUROPEAN LANGUAGES
LS*	OTHER EUROPEAN LANGUAGES
LO	ORIENTAL LANGUAGES

The fourth and fifth characters of the codes are:

Grade of sequence	Advanced Level	General Level	Basic Level
10	2A	2G	2B
11	3A	3G	3B
12/OAC	OA	4G	4B

Until the final guideline is released, the characters 4A and 5A will continue to be used, rather than OA.

School boards and teachers must plan curricula to suit their own situations. The development of detailed courses of study appropriate to the level of difficulty in individual programs and congruent with this guideline is a local responsibility. This document is a guide for planning, not a detailed plan for teaching.

COURSE PLANNING IN MODERN LANGUAGES

Students entering secondary school modern language programs have diverse backgrounds. They may be;

- students beginning the study of the language;
- students who have an ancestral background in the language;
- students whose families still speak the language at home;
- students who have participated in a heritage language program while they were in elementary school;
- students who speak a related language fluently.

Administrators and teachers of modern languages recognize the need to:

- organize a credit sequence that can be maintained;
- accommodate non-speakers of the language as well as students who can speak it;
- provide credit courses that permit heritage language students to continue to develop their competence as they mature;
- offer different levels of difficulty to meet student needs;
- make it possible for students who choose to earn the Ontario Secondary School Diploma in four years to complete the sequence;
- make it possible for students interested in languages to include English, French, and another modern language in their programs;
- make it possible for students specializing in other subject areas to include the complete modern language sequence in their programs;

- establish clear standards for Ontario Academic Courses in modern languages.

To meet these diverse needs, school boards and principals are encouraged to plan courses to suit their own student population according to these principles:

- The first credit in a modern language sequence will normally be designed for true beginners in the language or for students from the language community whose language competence is not yet equivalent to that of a student who has successfully completed the first course.
- Students whose background has given them some degree of competence in the language will be considered for advanced placement, as far as their maturity and their reading and writing ability permit. They will earn credits only for those courses that they complete successfully.
- Three Senior Division credit courses may be provided at any level where the demand exists - the Grade 11 credit and two OACs at the advanced level, and three credit courses divided between Grade 11 and 12 at the general or basic level.

- Different reading materials and cultural content and new listening, speaking, and writing experiences will increase and consolidate students' command of structure and vocabulary and their communicative competence. Meeting these criteria justifies the granting of a credit.
- The language competence that students from the target language community already have normally enables them to profit from a general- or advanced-level program.

Modern language teachers offer courses that provide a valid educational experience to fit a wide variety of student backgrounds - challenging experienced speakers without discouraging true beginners - and make honest success possible for all these students.

RATIONALE

The study of modern languages is important for English-speaking and French-speaking students to help them to develop a sensitivity to other peoples and cultures, and to perfect their use of an additional language through study, practice, and communication. These programs are particularly important for those students who have a first or ancestral language other than English or French; they enable them to

maintain contact with the language and culture of their heritage.

It is the aim of modern language programs to provide opportunities for students to develop communication skills in the language, an understanding of how language functions, and a sensitivity to culture and to people. These programs are not designed to make students fluent speakers of the target language; rather, they offer students a valuable educational experience and the opportunity to develop a basic, usable command of the language, which can be expanded through further study or contact with native speakers of the language. In addition, the modern languages program gives students who have studied a language in heritage language classes the opportunity to maintain contact with their heritage and their cultural group, and to expand their skills of communication in the language through the secondary school program.

The chart below indicates those components of language programs that are variable and those that will be common to all programs.

<u>Component</u>	<u>Applicability</u>
Goals of Education	These apply to every modern language program in Ontario Schools and to heritage language programs.
Aims	These apply to every modern language program offered in secondary school.
Objectives	The range of objectives and the depth of their treatment will vary according to the level of the course: basic, general, or advanced; the year of the sequence; and the background of the students.
Content	The depth of treatment of the communicative concepts and cultural topics, and the extent and range of the vocabulary will vary according to the level of the course, the year of the sequence, and the background of the students.
Techniques and activities	The choice of these will vary according to the language competence of the students and the level of the course. The demands of individual languages will dictate, to some extent, the choice and progression of activities.

Evaluation Evaluation procedures must relate to objectives, content, and teaching techniques.

Many factors contribute to the success of a modern language program: the skill and enthusiasm of the teacher, the motivation and aptitude for language of the students, school and community support, the length of the program sequence, the materials provided, and the conditions in which the program is presented. This guideline will help boards and teachers, within their individual situations, to create a sound educational experience for their students.

GOALS OF EDUCATION

Education in Ontario will provide opportunities for each student, to the limit of his or her potential:

- to develop a responsiveness to the dynamic processes of learning;
- to develop resourcefulness, adaptability, and creativity in learning and living;
- to acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols;

- to develop physical fitness and good health;
- to gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression;
- to develop a feeling of self-worth;
- to develop an understanding of the role of the individual within the family and the role of the family within society;
- to acquire skills that contribute to self-reliance in solving practical problems in everyday life;
- to develop a sense of personal responsibility in society at the local, national, and international levels;
- to develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups;
- to acquire skills and attitudes that will lead to satisfaction and productivity in the world of work;
- to develop respect for the environment and a commitment to the wise use of resources;

- to develop values related to personal, ethical, or religious beliefs and to the common welfare of society.

Programs in modern languages support these goals by assisting students:

- to develop communication skills;
- to begin to understand the structure and functioning of language;
- to pursue the mastery of a complex system of knowledge and skills;
- to acquire sensitivity and exactness in the use of language;
- to gain an appreciation of the language studied and its culture;
- to develop sensitivity to culture and to people.

The ability to communicate in a modern language can provide students with an additional tool to further their education and experience.

AIMS

The modern language program will provide students with learning opportunities that will enable them, within the

limits of their command of the structures and vocabulary of the language:

- to listen to and understand ideas and concepts expressed in the language;
- to express orally their experiences, thoughts, and feelings with clarity and confidence;
- to read with the speed and level of comprehension appropriate to their individual stage of development;
- to write with ease and an acceptable degree of correctness;
- to develop learning skills pertinent to language study;
- to improve their use of language through study, practice, and communication;
- to become familiar with the customs, geography, history, social structures, traditions, and arts of native speakers of the language in Canada and in other regions of the world where the language is spoken;
- to develop a sensitivity to Canadian and other cultures and peoples, and a critical awareness of their own culture;
- when they are studying their own ancestral language, to retain or develop contact with their heritage.

OBJECTIVES

The aims of the modern language program lead to the objectives listed on on pages 23 to 37. These objectives have been divided into three areas:

- language skills,
- the structure and functioning of language,
- culture.

Not all of the objectives are applicable in the early stages of the modern language program; some become appropriate only at a later stage. Some objectives will not be suitable for the basic or the general level of the program. The nature of language acquisition means that an objective, once introduced, remains valid through subsequent years. Objectives are not discarded; instead, new ones are added, and the learning activities are broadened as the body of structures and vocabulary on which students can draw increases.

In Appendix A, each objective is listed together with sample activities by which it can be attained. The activities can be used for language development and assessment. They are presented in a progression from those suitable for beginners to those suitable at a later stage.

Programs must provide students with opportunities to achieve the objectives set out in this document, although not every student will fully achieve each objective. Programs should provide for the needs of exceptional students. They should both allow individual students to move beyond program expectations and avoid subjecting those students who cannot reach the expectations to a loss of self-esteem or confidence.

Students in a modern language program should advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills. Two facets of the program must be considered in planning the sequence: the program aims (communication skills, awareness of language, and culture), and the program content (communicative concepts, language functions, grammar, vocabulary, and culture). The content elements must be kept in their proper perspective, as components of communication and understanding, rather than as aims in themselves. It is essential that teachers select, adapt, or develop appropriate learning materials that combine the content elements in realistic and interesting situations. The learning materials should be sequenced so that they present a progression in both objectives and content. The students' language competence must always be considered in selecting learning activities.

Teachers must carefully plan the allocation of classroom time to activities that will do justice to all the program objectives. Multiple objectives are served by most language-learning activities, and this characteristic should be used to advantage wherever possible. Classes must be conducted in the language the students are learning. If students are taught culture in the language that they are learning, their language skills and their cultural awareness are developed simultaneously. In the same way, teaching the structure and functioning of language in the modern language develops students' language skills as well as their knowledge.

A selection of classroom activities is analyzed in the chart below to show that each relates to objectives in several learning areas.

Student Activity	Learning Areas					
	Listening	Speaking	Reading	Writing	Structure and Functioning of Language and Culture	
					of Language	Culture
Retelling a story	o	o				o
Learning a song	o	o	?			o
Playing a role	o	o	?	?	o	?
Asking and answering questions	o	o	o	o	o	?
Correcting exercises	o	o	o	o	o	
Taking dictation	o			o	o	?
Developing a generalization	o	o	o	o	o	
Reading for meaning	o	o	o	?	o	?
Making a group presentation on a cultural topic	o	o	?	?	o	o
Developing a free composition as a class	o	o	o	o	o	?

? Objectives in these learning areas will be included if students have reached the appropriate level or if the theme chosen is suitable.

Language Skills

The principal aim of the modern language program is to develop communication skills in both the receptive and expressive aspects of language. The four language skills of listening, speaking, reading, and writing will be developed naturally in the program through the interaction of speaker and listener and writer and reader. In languages with non-roman alphabets, teachers experienced in the language will decide the degree of emphasis upon reading and writing during the three-year sequence of the programs.

Students need to develop the ability to understand and express both the general sense of a message and essential individual components of it. Students should learn to use contextual, structural, lexical, and also non-verbal clues to understand or express meaning, rather than depending only on a precise knowledge of every word. Both the general and specific aspects of the language skills should be pursued constantly throughout the program.

Where students have learned at home a dialect rather than a standard form of the language, it should not be implied that their dialect is incorrect. They should rather be encouraged to add to their knowledge a more widely-used, standard form of the language.

The following chart suggests the degree of emphasis appropriate throughout each stream for each of the four language skills. No separate percentage is shown for components dealing with culture or the structure and functioning of language, because these are integral parts of language skill development and are to be taught in the language being studied. These time allocations are only estimates, since most classroom activities involve more than one skill and languages with non-roman alphabets will require different emphases.

Time Allocation

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Year Basic Level

1	L-35%	S-35%	R-15%	W-15%
2	L-35%	S-35%	R-15%	W-15%
3	L-35%	S-35%	R-15%	W-15%

General Level

1	L-30%	S-30%	R-20%	W-20%
2	L-25%	S-25%	R-25%	W-25%
3	L-25%	S-25%	R-25%	W-25%

Advanced Level

1	L-30%	S-30%	R-20%	W-20%
2	L-20%	S-30%	R-30%	W-20%
OAC	L-20%	S-20%	R-30%	W-30%

Key Listening |_L_|

Reading |_R_|

Speaking |_S_|

Writing |_W_|

The pages which follow list objectives for each of the four language skills - listening, speaking, reading, and writing. Although most communication activities involve more than one language skill, for purposes of illustration each skill is addressed separately. At the far right, the letter codes indicate the program levels for which each objective is appropriate:

- B basic
- G general
- A advanced
- 0 Ontario Academic Courses

Appendix A gives the appropriate program levels for the individual activities suggested for each objective.

Structures and vocabulary are not in themselves objectives. They must be integrated gradually and continuously into the functional language skills of the students to achieve the essential aim of the program -- communication.

Listening

1. DEVELOP GENERAL LISTENING STRATEGIES

The program should help students develop the ability:

- to listen attentively; B G A O
- to retain what they have heard; B G A O
- to grasp the general meaning of a situation using all available clues; B G A O
- to extract specific information from continuous speech appropriate to their level of language competence; B G A O
- to understand precisely structures and vocabulary within a context when the purpose requires it; B G A O
- to understand unedited authentic public presentations. O

2. APPRECIATE DIFFERENCES IN PRONUNCIATION AND INTONATION

The program should help students to sharpen their perception of spoken language by learning:

- to hear standard language accurately enough to reproduce it; B G A O
- to recognize differences in intonation; B G A O
- to recognize distinctive differences in accent, dialect, and levels of language. G A O

3. UNDERSTAND A VARIETY OF SPEAKERS IN A VARIETY OF CONTEXTS

The program should help students to develop the ability to understand the language spoken by:

- a single speaker directing remarks to a listener and concerned with communicating; B G A O
- a small group exchanging comments using structures and vocabulary within the listener's grasp; B G A O
- a variety of speakers talking on familiar topics; G A O
- speakers making oral presentations to a group; G A O
- actors in films, plays, and television broadcasts; O
- speakers on tape, the telephone, and radio; G A O
- speakers exhibiting a variety of accents, levels of language, and dialects. G A O

4. INCREASE THE COMPLEXITY OF LANGUAGE UNDERSTOOD

The program should help students at all levels to understand spoken language involving increasingly broad vocabulary and complex structures in:

- contexts that they have learned; B G A O
- new combinations of known structures and vocabulary; B G A O

- exchanges on familiar topics where the meaning of new words and structures may be inferred from contextual or structural clues; G A O
- standard language spoken without stylistic difficulties on subjects that interest them. A O

Speaking

1. DEVELOP SPEAKING CONFIDENCE

The program should help students to develop and maintain the confidence:

- to participate voluntarily in communication even though they risk error in expression; B G A O
- to persist in the effort to communicate. B G A O

2. REFINE PRONUNCIATION AND INTONATION

The program should help students to develop the ability, within the context of meaningful speech:

- to pronounce the language with phonemic accuracy; B G A O
- to use correct intonation; B G A O
- to articulate clearly with the muscular tension and use of stress that are appropriate to the language. B G A O

3. FORMULATE AND EXPRESS IDEAS

The program should help students to develop the ability:

- to convey the general sense of a thought they wish to express by adapting their ideas to the structures and vocabulary that they have at their command; B G A O
- to use structures and vocabulary precisely within a context when the purpose requires it; B G A O
- to organize their thoughts in order to express themselves directly and briefly; B G A O
- to use levels of language appropriately. G A O

4. SPEAK TO A VARIETY OF AUDIENCES

The program should help students to develop the ability to make themselves understood in the language to:

- an individual who is concentrating on the speaker's remarks and trying to understand; B G A O
- a small group discussing topics in language that is within the students' grasp of structures and vocabulary; B G A O
- a large group in impromptu exchanges; B G A O
- a large group in a prepared presentation; B G A O
- native speakers of the language in a real situation. G A O

5. INCREASE THE COMPLEXITY OF LANGUAGE USED

The program should help students in all levels to express thoughts that demand increasingly broad vocabulary and complex structures in:

- contexts with which they are familiar; B G A O
- situations requiring new combinations of known structures and vocabulary; B G A O
- exchanges on familiar topics; B G A O
- prepared presentations. G A O

Reading

A clear distinction should be made between oral reading, intended to develop or permit assessment of pronunciation, intonation, and articulation skills, and silent reading, intended to provide students with information or pleasure. Oral reading is essentially a speaking skill and has been included under speaking objectives. These objectives, then, refer to silent reading. Sound-symbol relationships are included in the writing section; they should not receive undue emphasis when students are reading for meaning.

1. EXTEND READING STRATEGIES

The program should help students to develop the ability:

- to recognize, in a meaningful written context structures and vocabulary that

- they have learned orally; B G A O
- to use all available clues - context,
structure, form, and graphic symbols -
to determine meaning; B G A O
- to use a bilingual dictionary effectively. G A O

2. DEVELOP FLUENCY IN READING

The program should help students to gain confidence and skill in:

- attempting to infer meaning from context,
and refining or correcting the meaning
inferred as they read further; G A O
- reading with only a limited use of the
dictionary; G A O
- adjusting their reading precision and
rate to suit different purposes. G A O

3. READ TO LEARN

The program should help students to learn:

- to extract selected information from a
passage; B G A O
- to read for comprehension of ideas, not
merely of individual words; B G A O
- to understand precisely structures and
vocabulary within a written context when
the purpose requires it; B G A O

- to extend their knowledge of vocabulary and structures through reading.

G A O

4. STUDY THE QUALITIES OF READING MATERIAL

The program should help students to identify and begin to analyze critically:

- plot, character, and setting;
- mood, form, and style;
- aspects of culture reflected in their reading material;
- the works of significant literary figures.

B G A O

A O

G A O

O

5. READ MATERIAL OF INCREASING COMPLEXITY

The program should help students in all levels to learn to read selections involving increasingly varied vocabulary and complex structures in:

- contexts that have been experienced orally;
- passages containing new combinations of known structures and vocabulary;
- passages in the standard language without stylistic difficulties, on subjects of interest to the students;
- passages on familiar topics in which the meanings of new words and structures can be inferred;

B G A O

B G A O

G A O

A O

- a variety of styles including newspaper and magazine passages, prose, poetry, and drama. O

Writing

Writing can serve secondary school beginners as a support for the oral introduction of language components; they should write to practise and consolidate their grasp of structures and vocabulary. Students should also write to express their own ideas as early as possible. Frequent opportunities for brief communication in writing should be included in the program.

Students' writing should not be limited to the quantity that teachers can correct in detail. Editorial partners or groups can be established to help students improve pieces of writing and to select the best items for formal evaluation.

1. DEVELOP ACCURACY IN WRITING

The program should help students to develop the ability:

- to write with accurate spelling; B G A O
- to use structures and vocabulary accurately in context; B G A O
- to use picture and bilingual dictionaries effectively. B G A O

2. DEVELOP CONFIDENCE IN WRITING

The program should help students to develop and maintain the confidence:

- to express their ideas in writing by adapting them to the structures and vocabulary that they have at their command, although they risk error in expression; B G A O
- to persist in their effort to communicate in written form. G A O

3. FORMULATE AND EXPRESS IDEAS

The program should help students to develop the ability:

- to organize their thoughts in order to express themselves directly and briefly; G A O
- to be exact and sensitive in their use of language. A O

4. TO WRITE INCREASINGLY COMPLEX MATERIAL

The program should help students to learn to write using a broader vocabulary and more complex structures in:

- the transcription of material that has been learned orally; B G A O
- new combinations of known structures and vocabulary; B G A O

- guided compositions; G A O
- the expression of their own ideas on familiar topics in functional and creative writing. A O

The Structure and Functioning of Language

The aim of the modern languages program is to help students develop the ability to use the language to communicate. An awareness of the structure and functioning of language can enable students to advance from learning by imitation to generating new expressions based on an understanding of language patterns.

Students are likely to comprehend generalizations best if they derive them inductively from pertinent speech samples elicited by the teacher through planned questions. In the Intermediate and Senior Divisions, the deliberate development of generalizations will prove a useful complement to functional language learning. This consciousness of language can also make students more thoughtful in their use of English.

It is expected that instruction in the structure and functioning of language, like that in other aspects of the program, will be carried on in the language being taught. The use of language terminology should be limited, but

students do need some basic terminology to develop generalizations and to facilitate and refine classroom communication about language. Knowledge of terminology will also help students to use their textbooks to progress on their own. The aim of the program is, however, not to develop grammarians, but to develop competent language users.

It is inappropriate to pursue most of these objectives with students in basic-level programs. Such students will learn the language most comfortably by imitation and modelling, without analysis.

1. DEVELOP AWARENESS OF LANGUAGE FORMS AND PATTERNS

The program should help students to acquire:

- a growing knowledge of the patterns of spelling; G A O
- an understanding of word formation; G A O
- a growing knowledge of standard grammatical forms and terms. G A O

2. DEVELOP THE ABILITY TO ANALYSE STRUCTURES

The program should help students to develop the ability:

- to make generalizations about the language; G A O
- to make analogies in the language from patterns they have learned. G A O

3. DEVELOP LEARNING SKILLS

The program should help students to develop effective language-learning strategies.

B G A O

Culture

It is impossible to teach a language without teaching culture. Languages carry within them the culture, spirit, and philosophy of the people who speak them. To communicate appropriately with other speakers of the language, students must understand the cultural context. Their attitude towards and their interest in the target culture will also influence their achievement.

It is, therefore, an aim of the modern languages program to help students develop sensitivity to the culture of the people whose language they are studying. The program should provide students with opportunities to experience that culture, to develop insight into it, and to understand the contribution of that civilization to the world and to Canada. Students should become aware of the concept of culture and understand that the parts of a culture interact to form a cultural whole.

Students whose parents or grandparents speak or spoke the language they are studying can make a special contribution to the cultural component of the program and derive special

benefit from it. Through the cultural component teachers can help all the students develop awareness of the many cultures interwoven in the fabric of Canada.

The term "culture" is used in two senses. It can be defined as the shared life of a community: the way people live, their language, social customs, arts, traditions, values, and the physical environment in which they function. It can also be used more narrowly to refer to great artistic and literary achievements and to the history of a people. While there is a place in the program for both aspects of culture, it is culture in the anthropological sense, the way people live, that should be stressed. Throughout their language study, students should be aware of "learning a people" as well as a language.

The cultural topics that are introduced in the modern languages program must be discussed in that language. This places a necessary restriction on the choice and treatment of topics since there should be an interplay between the study of culture and the development of the students' language competence.

The culture component of the curriculum will be planned by the teacher around topics selected from the list in the Content section of this guideline. By selecting reading materials judiciously and being alert to relevant curricula

in other subjects and to available cultural opportunities outside of the school, the teacher can create a program that integrates culture with language learning.

In the charts in Appendix A, the sample activities listed beside each objective demonstrate how to deal with cultural topics within a modern languages program. In every case the activity must be adapted to the student's age, interests, and language competence.

1. EXPERIENCE THE CULTURE

The program should provide opportunities for students to experience:

- elements of the cultural background that is the frame of reference for people who speak the language B G A O
- music, drama, and other art forms appropriate to their age and skill level; B G A O
- contacts with native speakers of the language. B G A O

2. KNOW ABOUT THE CULTURE

The program should help students:

- to become familiar with or retain contact with famous people, objects, scenes, or customs that belong to the culture; B G A O

- to locate geographical areas relevant to study of the target language.

B G A O

3. UNDERSTAND CULTURAL COMPONENTS OF LANGUAGE

The program should help students;

- to understand and use body language that is appropriate to speakers of the language; B G A O
- to recognize and interpret common colloquial interjections and exclamations; B G A O
- to identify what cultural and historical references mean to a member of the culture being studied. G A O

4. DEVELOP SENSITIVITY TO CULTURE

The program should help students to develop:

- an awareness of their own cultural identity; B G A O
- pride in the tradition and background of their family; B G A O
- sensitivity to similarities and differences between the culture they are studying and English/French Canadian culture; B G A O
- sensitivity to the culture of their fellow-Canadians; B G A O
- an appreciation of the transformation that can occur when a culture is transplanted, or when it changes over generations. B G A O

CONTENT

INTRODUCTION

The organization in this guideline of the content requirements for modern languages programs has been determined by two important factors. First, the principal aim of the modern languages program is communication; grammar and vocabulary are not aims in themselves but are components of communication. Second, the wide variety of modern languages which can be taught in Ontario are very diverse in structural make-up.

Communication skills can be analyzed according to the concepts that speakers need to express - what people talk about - and the language functions that they must perform - what people want to do with and through language. In addition to concepts and functions, teachers must consider the grammar and vocabulary that students need to learn in order to develop basic, usable communication skills, and the cultural awareness that they need to acquire in order to use the language with sensitivity.

This section outlines these components of communication skills and the types of learning experiences that comprise the modern languages program. Detailed outlines of the

language and cultural content of the program are given in the appendixes.

COMMUNICATIVE CONCEPTS

An outline of communicative concepts follows. The concepts are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. Language is too complex and integrated to permit such a sequential, fragmented approach.

1. basic social conventions

- | | |
|--------------------|------------------------|
| . greetings | . attracting attention |
| . forms of respect | . apologizing |
| . leave-taking | . complimenting |
| . small talk | . talking during meals |
| . being polite | . making excuses |

2. identification and description

3. location

4. time

5. quantity, extent, and dimension

6. actions and intentions

7. manner and means

8. cause and effect

9. emotions, feelings, and wishes

10. judgments and opinions

In each year students should have opportunities to learn to convey some ideas within all of these concepts. As students progress from year to year, they should learn additional and more elaborate ways to express themselves within each one. By the end of the three-year sequence in a modern language, students should be able to function in the language expressing all of these concepts with some facility.

LANGUAGE FUNCTIONS

Language functions can be defined as purposes to which people put spoken language. Within the communicative concepts given above, students should be able to perform the functions listed below. This list is not exhaustive. However, it outlines the most common functions served by language.

- requesting, giving, and receiving information, help, and directions;
- planning, explaining, elaborating;
- explaining how something works or how to do something;
- getting others to perform actions;
- giving advice and suggestions, expressing approval or disapproval;
- accepting, declining, permitting, warning, forbidding, encouraging;
- making excuses, talking one's way out of trouble;

- solving problems, discussing possibilities, hypothesizing, drawing conclusions, evaluating;
- agreeing, disagreeing, comparing, contrasting, persuading, debating;
- sharing personal ideas, values, wishes, and feelings, and expressing reaction to the feelings of others.

Not all language functions should be presented in each year; the choice must be appropriate to the students' age, maturity, and language competence. There are some functions, such as hypothesizing and debating, which assume a high degree of fluency.

The normal procedures of the language class exemplify many language functions. Warm-up activities include basic social conventions: greetings, small talk about family, weather, school events. During presentations of new content, students perform the functions of requesting information or assistance as well as giving answers and assistance to fellow classmates. Students often complain about tests or homework, make excuses for late assignments, or plan group projects. All of these activities can and should be carried on in the target language, and when the students perform these activities, teachers should make them consciously aware that they are functioning in the language.

ORGANIZATION OF THE COMMUNICATIVE CONCEPT OUTLINE

A sample of how the language content of the modern languages program can be organized in a three-year sequence is outlined in Appendix B. Examples in English, arranged in order of difficulty according to English usage, are provided for each communicative concept; the examples are divided into a three-year sequence. For each concept, the English grammar points required for the examples are listed by year. The points are categorized by part of speech so that the accumulation of grammatical knowledge related to each part of speech can be traced. Below the grammar summary, vocabulary areas appropriate to the concept are listed; they relate to the total concept and are not differentiated by year. The lists of examples and the vocabulary areas are not exhaustive; there is an infinite number of possibilities. In planning these courses, examples would be designed to focus around themes.

Teachers will recognize that the communicative examples and grammar points have been allocated over the three-year sequence by considering the relative difficulty of each and then adjusting the allocation to make it appropriate to the language competence and maturity that can reasonably be expected in that year. Often the progression of difficulty resides in the grammatical complexity of the sentence.

Teachers will adapt the outline according to the demands of the language they are teaching and the level of the course: basic, general, or advanced. Teachers may find that a sentence appearing in the first-year list in English entails a more complicated structure in the target language - one that might be delayed to the second or third year of the course. In that case, teachers will adjust the timing of that example accordingly and substitute another example of appropriate structural difficulty for the year of the sequence.

Adaptations for German, Italian, Spanish, and Chinese are given in Appendixes E, F, G, and H as examples of content outlines for particular languages. Blank forms are provided in Appendix B that will allow teachers of individual languages to develop parallel examples in the language they teach and to summarize the grammatical points necessary for those examples.

GRAMMAR

A summary by year of grammar points in English follows. Students must learn the equivalents to these points in the language that they are studying. Teachers of individual languages will make appropriate adjustments in the allocation of grammar points to years, according to the difficulty they present.

Grammar points are listed only in the year in which they are first introduced, although their use continues and is refined in subsequent years.

	Year 1	Location in Text	Year 2: Year 1 plus	Location in Text	Year 3/OAC: Year 2 plus	Location in Text
nouns	<ul style="list-style-type: none"> - proper - article + noun - singular and plural - partitive + noun - expressing possession - used as adjectives - expressions of quantity + noun 					
pronouns	<ul style="list-style-type: none"> - subject - direct object - interrogative - indefinite - reflexive 		<ul style="list-style-type: none"> - indirect object - object of a preposition - relative - demonstrative - possessive 			
verbs	<ul style="list-style-type: none"> - present - interrogative - imperative - simple past - modals (may, can, want) - dependent infinitive - expressing motion 		<ul style="list-style-type: none"> - future - perfect - past continuous (imperfect) - polite conditional - conditional - modals expanded - infinitive constructions - action continuing into the present - duration of time in the past 		<ul style="list-style-type: none"> - any useful tense - any needed mood - participles - passive voice - tense sequence - expressing implied future - action continuing into the past - gerunds (verbal nouns) 	
adjectives	<ul style="list-style-type: none"> - predicate - with the noun - demonstrative - possessive - interrogative - of quantity - exclamatory 		<ul style="list-style-type: none"> - ordinal numbers - comparative - superlative 		<ul style="list-style-type: none"> - after an indefinite pronoun 	
adverbs	<ul style="list-style-type: none"> - modifying the verb - modifying an adjective - modifying another adverb - interrogative 		<ul style="list-style-type: none"> - comparative - superlative 			
other elements	<ul style="list-style-type: none"> - prepositions - negation - coordinate conjunctions - cardinal numbers - impersonal expressions 		<ul style="list-style-type: none"> - subordinate conjunctions - noun clauses - adjective clauses - adverb clauses - conditional sentences - indirect commands/discourse 		<ul style="list-style-type: none"> - negative with infinitives - causative construction 	

In the column provided on the previous page, teachers can note in which unit and level of their text each grammar point is treated deliberately. Teachers must introduce, at an appropriate time in the three-year sequence of their program, points not included in the text being used. Teachers of languages for which no student text exists can use this summary in conjunction with the communicative concepts and examples to help to organize their program into a logical sequence.

Appendix C expands this summary of grammar points to indicate those communicative concepts in which each point occurs in the year of its first introduction. This summary is provided particularly for languages in which there are no textbooks available, but other teachers may wish to use it as a cross-reference to their textbooks.

To clarify the use of grammar terminology in this guideline, a checklist of English grammar points, organized according to parts of speech, with examples in English, has been included as Appendix D. Space is provided for teachers to list comparable grammatical categories in the language they are teaching, along with examples in that language.

It should be noted that grammatical forms rarely used for normal communication have purposely been omitted from the grammar summary.

VOCABULARY

The vocabulary topics that relate to the communicative concepts that are the framework of the modern languages program are suggested with each concept in Appendix B. In most cases, vocabulary topics will be treated more than once, recurring with different communicative concepts and expanding to include increasingly complex expressions. The cumulative nature of language learning is basic to all language courses. Vocabulary and grammatical concepts, once they have been introduced, are maintained in the students' repertoire by use in different and ever-expanding situations.

CULTURE

The cultural content for modern languages programs is not prescribed. Suggestions for this component of the programs are outlined under eleven aspects of culture commonly discussed in current literature on the topic.

1. Social Interaction

- Patterns of politeness and respect
- Communication by telephone or mail
- Socializing

2. Family

- Organization and structure

- Tradition and ritual
- Life cycle

3. Food and Drink

- Meal patterns
- Food: tradition and ritual
- Food and socializing
- Smoking and drinking

4. Personal Appearance and Possessions

- Traditional dress
- Prized possessions

5. Environment and Geography

- Topography
- Transportation
- Economy
- Relationship to environment
- Lifestyles
- Comparisons with the community in Canada

6. Education

- General organization

7. Technology

- Adaption through technology
- Innovators

8. Institutions

- Social
- Financial
- Political
- Religious

9. History and Civics

- Major historical events
- Government and society
- Patterns of immigration
- The community in Canada

10. The Arts

- Classical
- Folk and popular
- General significance

11. The Media

- Resources
- Print Media
- Television
- Popular artists
- Videotapes and computer games

In Appendix I each subtopic is expanded by a series of questions. The outline is designed to permit teachers a high degree of flexibility in preparing this component of their

course. It is not intended that all of the suggested topics and questions be included in the program. Teachers should select topics and questions which suit the particular culture, the students' age and language competence, and the teacher's current language-learning objectives. They should consider both the students' ability to communicate in the language and their ability to recognize and interpret cultural information. They should provide for their students a selection of cultural assignments that relate to each other and to the course so that students achieve some breadth and depth of understanding.

Cultural understanding, like language learning, is cumulative. The cultural elements should be selected in the context of the whole secondary school modern languages program with a view to overall balance and appropriate maturity level. Teachers should examine the content of the textbooks, reading materials, and other media in use to select culture topics which will integrate with the program and to determine the appropriate place to introduce them.

For linguistically demanding cultural topics, several alternative treatments can be considered:

- The teacher can bring the topic within the students' grasp by preparing a simple account with clarifying illustrations and/or real objects.

- The teacher can direct students to selected English-language material on the topic, which they can read for interest outside of class time.
- The teacher can co-operate with a colleague in a joint presentation of a cultural topic in another subject area such as the social sciences, music, visual arts, family studies, etc.
- The topic can be deferred until a later grade.

The teacher's own knowledge of, and attitude towards, the target culture are of prime importance. Teachers should guard against emphasizing stereotyped or quaint aspects of the target culture; they should balance the unusual with the commonplace; they should keep their own cultural knowledge up-to-date. Where the background and milieu of the students permit, the discussion of culture topics should draw on the students' knowledge. The personal interests of teachers and students should be complemented by activities planned to present a representative view of the culture. Teachers should work in partnership with the teacher-librarian to develop a collection of current and accurate resources.

When the preliminary selection of topics and questions has been refined by the teacher, students should be allowed some choice in the particular questions they wish to pursue.

Choice increases student motivation and commitment in this important aspect of the program.

Cultural content throughout the curriculum should recognize the similarities among cultures; the first emphasis of the program should be on the common humanity of different peoples. Against this background, teachers will help students to appreciate some of the differences among cultures. It is the teacher's task to create an atmosphere in which students feel accepted and confident while learning about culture.

When students in the class are members of the language community, teachers should consider both what is current today in the country of origin and what is current in the Ontario community. Immigrant communities often maintain their culture as it was when they emigrated, while the original culture continues to change and develop.

The following list of selection criteria for cultural activities is an adaptation of the list found in Multiculturalism in Action:¹

1 Ontario, Ministry of Education, Multiculturalism in Action (Toronto: Ministry of Education, Ontario, 1977), p.2.

- Sensitivity: Does the activity increase understanding of the culture or cultures? Does it help to create a positive image? Would this presentation be supported by members of the group whose language is being studied?
- Accuracy: Does the activity provide a correct interpretation of the culture? Can suitable references be obtained to establish accuracy?
- Current information: Is the activity relevant to contemporary experience? Are these values/customs still a part of the current lifestyle of the language group being studied?
- Differences and similarities: Does the activity devote attention to universal features of the human condition rather than concentrating on exotic cultural manifestations?
- Anti-stereotyping: Does the activity avoid creating or reinforcing stereotyped images of the people? Are members of the group presented as real people with individual character traits?
- Resources: Are basic resources (materials and personnel) available to develop the activity?

- Student level: Is the activity suitable for the level of skills and understanding of the students concerned?
- Objectives: To what extent does the activity provide opportunities for achieving the goals of the cultural curriculum?

LEARNING EXPERIENCES

In teaching language for communication, the learning process is an essential part of the content. The learning experiences in modern languages courses will for the most part be integrated language activities, in which the four language skills are interwoven. Most activities involve more than one skill and apply to several objectives:

communicative activities are linked with language study; reading and cultural activities require discussion and may lead to writing; the process of writing requires discussion.

Learning experiences should:

- be relevant to students' experience and appropriate to their language competence and maturity;
- accommodate the abilities of the full range of students and involve every participant;
- foster student confidence and motivation;
- be integrated into the progression of the course;

- be set out clearly with precise objectives, procedures, and expectations;
- contribute to variety in activities;
- centre on content that merits discussion;
- provide scope for the expression of opinion;
- allow for student choice of topic and treatment wherever the objectives of the activity and the availability of suitable materials permit.

Practice in the functional use of the language is essential to achieving the aims of the program. Each student must, during the three-year sequence of the program, have the experience of:

- interacting in a great variety of communicative situations;
- listening to and viewing authentic material intended for native speakers;
- taking part in small group discussions;
- participating in dramatization and role-playing or simulation activities;
- presenting information orally;
- reading, with the aid of a dictionary, twentieth century writing, current magazines, and newspapers;
- writing single sentence and paragraph answers, short and longer compositions, reports, and letters;
- researching individually or in a group aspects of the target culture for oral or written presentation;

- interacting with the teacher or advanced students in interviews.

In some languages with non-roman alphabets, experiences in reading and writing may need to be limited according to the teacher's judgment.

In addition, each student should have the opportunity to participate in a selection of the following experiences:

- listening to or presenting popular and classical music;
- hearing guest speakers and interacting with them;
- editing written assignments with a partner;
- investigating careers in languages and the use of languages in careers;
- contributing to or editing a class or school publication;
- participating in field trips or exchanges;
- writing a personal diary or the diary of a literary character or public figure;
- writing poetry.

The minimum amount of reading and writing suggested for the gradual development of these skills is:

	Advanced Level	General Level	Basic Level
<u>Year 1</u>			
reading from text or teacher-prepared units	30 pages	25 pages	20 selected pages
writing	sentence answers	sentence answers	point-form or fill-in answers
<u>Year 2</u>			
intensive reading	50 pages	30 pages	30 pages
extensive reading	50 pages	30 pages	-
writing	sentence and paragraph answers; 2 short compositions or letters (40-60 words)	sentence and paragraph answers	guided answers
<u>Year 3/OAC</u>			
intensive reading	100 pages	50 pages	40 pages
extensive reading	150 pages	50 pages	-
writing	4 short compositions (50-100 words) 1 longer composition (200-400 words)	2 short compositions or letters (40-60 words)	informal messages, guided paragraphs, or short letters

The particular characteristics of individual languages may require an adjustment in these suggested amounts for reading and writing. Where that is the case, the reason for the change should be given in the course of study.

RELATING THE TEXTBOOK TO THE GUIDELINE

It is not the intention of this guideline that teachers who have access to authorized published textbooks rewrite them. Teachers can cross-reference the content of the texts that they are using with the communicative concepts, language functions, grammar points, and vocabulary suggestions outlined in the Content section of the guideline and in Appendixes B and C. The three-year program should be considered as a total sequence in this cross-referencing; in individual textbooks, items may occur in a year other than the one indicated in this guideline. Where cross-checking reveals a need to supplement the textbook, teachers will decide the appropriate place to incorporate the additional points into their program in order to meet the expectations of the guideline.

The idiosyncrasies of some languages will determine the organization and sequencing of the content presented. Teachers of such languages will adapt their program to this guideline according to their judgement, while respecting the intent of the guideline.

Teachers of languages for which suitable textbooks are not available will need to develop their own three-year program. They can plan theme units that incorporate activities designed to meet their objectives together with examples

equivalent to those in the English-language outline presented in Appendix B. The units must also provide for the gradual acquisition of grammatical knowledge.

While up-to-date textbooks do contain some cultural material, the cultural content of modern languages programs can be enhanced by the inclusion of additional topics and questions chosen from the ones outlined in Appendix I. Those topics can provide themes for teachers designing their own programs. Teachers should work closely with teacher-librarians and the community to accumulate current and accurate resources to bring cultural topics to life.

To respect the spirit of this guideline, modern languages programs must help students to integrate the components of language into the ability to communicate. Textbooks and locally-developed programs must strike an appropriate balance between language study and practice and language use throughout the total sequence of instruction. To achieve this balance, teachers should supplement their programs with activities such as those outlined for each objective in Appendix A. From the beginning of their program, students must be involved in communicative activities that help them to develop a basic usable command of the language.

TECHNIQUES

INTRODUCTION

This section suggests some techniques and strategies basic to modern language teaching. It has three fundamental focuses: meeting the varied needs and abilities of modern language students, teaching for communicative competence, and developing cultural awareness.

Sample learning activities related to each objective of the curriculum are provided in Appendix A.

MEETING STUDENT NEEDS

The diverse backgrounds of students entering secondary school modern language programs create a wide range of language competence and motivation in most classes. There is also a mixture of learning styles that must be recognized.

Multigrade or bilevel classes add to the diversity. Small enrolments may make it necessary to accommodate more than one year or level of the language in the same class period. While combined classes require teachers to plan carefully in order to meet the needs of individual students and the demands of the particular courses, they may be the only way

to offer students an opportunity to pursue a language which they particularly value.

To work with these diverse classes, teachers can:

- vary the classroom organization, using full-class, small-group, and individual work;
- organize the course or courses so that students have some joint or simultaneous activities as a full class. These may be personal question and answer exchanges, role-play, songs, games, cultural activities, videotape or film presentations, or writing sessions;
- assess students' mastery of a language structure or topic before beginning instruction. Students who can demonstrate that they already have that knowledge or skill can work on another activity while the rest of the class studies and practises it;
- use clearly defined small-group tasks to provide different learning activities, different levels of difficulty of materials, and different pacing. Writing and extensive reading assignments, for example, can be varied according to students' competence. Teachers should identify the groups or courses for which the

tasks are intended and develop a system for keeping records on student work;

- organize activities and projects that enable students to practise and use the language orally in small groups. This is particularly important in combined courses to preserve a balance of listening, speaking, reading, and writing activities throughout the three-year sequence;
- develop contracts with senior students to allow them to work on an individualized program. The contract must outline clearly the tasks, time-line, method of evaluation, and expectations for the degree of mastery of the material;
- provide students with an overall outline of the work and the assignments to be covered in the week or unit, and list the day's plan on the blackboard. Students need this to know what is expected of them and what they can do next if the teacher is teaching or testing other students;
- teach students how to help themselves by drawing on resources such as dictionaries and grammars;

- create a buddy system in which the students can help one another. Encourage peer teaching of certain elements in the program by senior students or native speakers;
- clearly establish the objectives to be met by each group and make sure that they are appropriate for the students. One group of students should not feel that it must work harder than the others;
- when common assignments or projects are given, establish distinct expectations and marking criteria for different students;
- set common deadlines for the completion of projects or activities that groups are working on in class so that the timing of presentations, displays of work, or evaluation is parallel.

In multigrade or bilevel classes, teachers must ensure that the content, learning experiences, and evaluation standards are appropriate to the individual courses in which the students are enrolled.

Teachers must include partner and small group work in their modern languages program in order to adapt their instruction to the wide variety of students in their classes and help them to develop communicative competence.

GROUP WORK

The use of grouping makes possible a varied program in which the pace of learning and the level of difficulty of the material can be matched to the competence of different groups of students in the class. Grouping frees the teacher to work with individual students or small groups while other students are proceeding with their assignments. It makes it possible for students to work in depth on one aspect of culture or one reading selection and also gain some breadth of knowledge through exposure to the work of other groups in the class.

To introduce group work successfully, teachers should consider the factors of timing, organization, preparation, classroom management, and evaluation.

Timing. Group work can be introduced:

- after the teacher knows the students;
- after students are familiar with an activity;
- intermittently, to vary procedures;
- after material has been introduced and practised, in order to reinforce it through application;
- when the teacher would like to observe students in order to record their progress towards objectives.

Organization. In organizing groups, the teacher is advised to:

- start by having students work together as a full class, then in pairs or groups doing the same activity, then in groups engaged in varied activities;
- vary the size, makeup, and purpose of the group for different activities;
- group students at different times by ability or interests, by random selection, or to suit their preferences;
- try to obtain additional assistance from senior students, co-operative education students, or community volunteers;
- ensure that group activities allow for the participation of each group member.

Preparation. In preparation for group work, teachers should:

- prepare a variety of short activities to be exchanged;
- organize and check materials;
- establish the ground rules with students;
- welcome student input into the process;
- explain each activity and the way in which it relates to what students are learning.

Classroom Management. Noise level, correction, use of the target language, timing, and peer assistance need special consideration in managing group work.

There will inevitably be an increase in noise level when students work in groups. Teachers and principals must be prepared to accept a certain amount of productive noise in the classroom as groups practise listening and speaking skills and prepare projects and presentations.

Some pronunciation, grammar, and vocabulary errors may go undetected. Students should be encouraged to correct each other or to make a note of difficulties to be discussed later with the teacher. When rotating from group to group, the teacher should note the types and frequency of errors being made. If several students are making the same type of error, teachers should correct the problem through whole-class instruction and practice.

Teachers often fear that students will speak English more than the modern language when they work in groups. A clear expectation that groups will work in the language must be established at the outset. Regular monitoring by the teacher will be necessary, particularly when grouping is initiated. If the teacher selects tasks judiciously, defines them clearly, indicates carefully the step-by-step progression through each task, and provides appropriately prepared

materials, students should be able to work in the target language without constant teacher supervision:

Some students may not complete assigned work on time. Grouping will at first involve some trial and error in the selection of learning activities and the timing of tasks. The teacher can minimize confusion by detailed planning of the work to be covered and by checking the students' progress through the various tasks. It is essential, particularly when grouping is used over a long period of time, for the teacher and students to keep up-to-date records of the students' completion of learning tasks, checking regularly that they are advancing at a reasonable rate.

The most competent students may finish a unit very quickly. When this happens, these students may pursue a topic in greater depth independently, read or write complementary material, or research a topic related to the target culture. They may also help classmates who are encountering problems and thus consolidate their own understanding.

The teacher should encourage this peer assistance and tutoring, but must find ways of preventing better students from being coerced by peer pressure into sharing with slower students the work that they have already completed.

Evaluation. Some group work will be evaluated informally as a regular part of class interaction. When groups are working on a project for marks, one component of each student's mark for the project will be based on the quality of the group's product. Each participant will get the same mark for that component. The other component of each student's mark will be based on that person's individual contribution as assessed by the participants and the teacher. Appendix J contains a sample outline for students to use in peer and self-evaluation in group work.

TEACHING FOR COMMUNICATIVE COMPETENCE

The principal aim of a modern languages program is to help students to develop communication skills. They will develop the four language skills - listening, speaking, reading, and writing - gradually and naturally through the interaction of speaker and listener, writer and reader. Structures and vocabulary must be taught and practised in context and must be integrated into the students' functional command of the language to achieve the essential aim of the program - communication.

Learning a language in a classroom requires language study, language practice, and language use. Real communication takes place when students go beyond practice exercises, set models, and questions with predictable answers to use

language in open-ended questions and discussion, and in free writing.

Language is learned through interaction. In a communicative classroom, students:

- listen to others and understand them;
- speak to others for a variety of practical purposes;
- read for information and for pleasure;
- write to give and obtain information.

Teachers plan their lessons so that:

- the class is carried on in the target language;
- questions and discussion are often open-ended;
- students ask questions as well as answer them;
- students express personal opinions and reactions which go beyond factual recall;
- there is small group and partner work;
- correction is at times limited, in order not to discourage language use.

There are two hallmarks that identify the communicative classroom. First, the four language skills are integrated in classroom activities. Second, students come to know each other through the interaction that takes place; they exchange

information, reactions, and opinions in the language as they learn it.

TEACHING IN THE TARGET LANGUAGE

The challenge in teaching for communicative competence is to develop a strategy which deals with language not just as an object of study but also as an instrument of communication. It is in the classroom that most students find opportunities to communicate. Instruction and interaction must be carried out in the target language.

To conduct their classes in the language being studied, teachers can:

- plan procedures that use language within the students' competence, realizing that students understand more than they can say;
- say things as directly and simply as possible;
- use gestures, pictures, and objects to support meaning;
- use the chalkboard and bulletin boards to reinforce explanations and corrections visually with arrows, carets, boxes, coloured lines;

- be alert to lack of comprehension and be prepared to rephrase;
- teach expressions commonly used in the classroom and use them consistently;
- train students to say in the target language formulas, such as "How do you say _____?" and "What does _____ mean?" to limit their use of English;
- help students to express themselves within the constraints of their command of the language by teaching them generic terms - place, article, device, product - which they can use in circumlocution;
- teach students to draw from a question clues to the form required in the answer;
- teach students to guess meaning intelligently by using all available clues: pictures, context, logical expectations, cognates, prefixes, suffixes, and roots;
- teach students to grasp the general meaning of a context without necessarily understanding each word.

INTEGRATING THE LANGUAGE SKILLS

In a communicative classroom, language skills are integrated as they are in natural language use. Students first interact through listening and speaking. As reading and writing skills are added, they serve to consolidate the oral skills and act as springboards to develop them further.

As students develop their language skills, they should also develop the ability to express their own ideas.

Teachers can encourage their students to engage in real communication by:

- including in every class period occasions where students can express personal information or opinions;
- relating the opportunities to communicate to what the students have learned, so that they have some command of the structure and vocabulary that they need;
- maintaining a relaxed atmosphere in the class, so that students will feel confident enough to try to express themselves;
- putting students into small groups to work on communicative questions in order to encourage the participation of less confident students;

- accepting the substance of what students say without being overly concerned about errors, so that students do not lose confidence in their ability to express their own opinions;
- allowing student choice within a defined range of possibilities in extensive reading, and in topics for oral presentations, free writing, and cultural assignments.

Communication should begin early in the program. If, for example, students have learned the colours and how to say I like and I dislike, they can discuss which colour of cars or sweaters they like and dislike and graph how many students like a given colour. Teachers can move from language practice to communication - from He/she/they can play the piano to Can you play the guitar?, Who can play the guitar in this class?, or What musical instrument can you play?

Reading and writing activities provide occasions for real communication among students about their work. They can be made flexible enough to permit students whose competence differs to work at their own level within the same material or topic, looking up the vocabulary that they personally need and writing according to their own competence. Teachers should plan these activities in several steps; this will make

the activities more approachable and interesting to students and will encourage students to communicate among themselves to help their skill development.

Reading proceeds through:

- prereading discussion to develop interest and background, and to introduce key vocabulary;
- class or group reading of a few paragraphs for general comprehension of the ideas;
- student reaction to that introduction: taking a stance, predicting what follows;
- preparation for reading further, where the teacher clarifies potential problems and may pose questions to focus attention on main ideas;
- individual reading of a further section;
- class or group discussion where the teacher quickly verifies comprehension and then elicits highlights and proceeds to open-ended questions;
- integrative oral or written activity.

When choosing reading materials, teachers should keep in mind both the language that their students can learn and the communicative gains that their students can make from the study of the materials. The students' interests, their ability to read, and the potential of the material for leading into discussion and writing should be considered. Some integrative language activities that can be derived from reading follow.

- Dramatizations can be prepared in small groups and acted out in class.
- Students can prepare an oral or written resume of what they have read.
- Students can discuss or write a change in the ending or a continuation of a story.
- Students can retell an incident through the eyes of another character or write it as a news report, letter, or diary entry.
- Students can rewrite material in another genre, turning narrative into dialogue, or a short story into a play.
- A small group may develop from a poem or prose passage a media presentation with background music and visuals.

When students begin expressive writing, they require careful training in organization and in their choice of structures and vocabulary. To encourage them to formulate and organize their ideas in the target language, teachers should devise their writing assignments directly from listening, speaking, and reading activities. Students can:

- write a resume after listening to an anecdote or description;
- form a paragraph by joining together the answers to a series of sequential questions;
- complete a dialogue for which the part of only one speaker is provided;
- work together in pairs to develop into a paragraph a topic introduced through class discussion;
- work with a partner in proofreading and editing.

Free writing should also proceed step-by-step through:

- prewriting discussion and brainstorming of ideas, and consideration of their organization;

- writing a first draft straight through using known vocabulary;
- consulting the teacher, other students, or dictionaries for a few needed expressions;
- getting feedback and suggestions from peers or the teacher on the content;
- rewriting into a second draft;
- proofreading with a peer, concentrating on certain types of errors;
- writing a final draft and proofreading again.

QUESTIONING

Questioning can be designed to motivate students to communicate. To achieve this:

- questions should be brief, precise, and logical;
- questions should be designed to require more than a single word answer;
- in formulating a question, the teacher should consider what answer students are capable of giving to it;

- teachers should train their students to recognize signals in the question that cue the response;
- the teacher, in discussing any material, should include questions at different levels of difficulty and direct them according to the students' ability;
- students should learn to ask, as well as respond to, all types of questions. Working in small groups increases their opportunity to initiate questions.

CORRECTION

To maintain students' confidence and willingness to participate and, at the same time, develop accuracy, correction must be carefully handled. It should be perceived by the students as assistance to further learning rather than as negative evaluation. It is particularly important that dialect speakers perceive positively the change to standard language forms.

To encourage students to express themselves even though they make errors, teachers should avoid overcorrection and disruptive correction, which can inhibit communication. This can be done by:

- always letting a student express a complete idea before identifying errors in expression;

- always acknowledging and reacting to the student's idea before reacting to the form in which it is expressed;
- limiting correction to what the student can absorb at one time, focusing on the errors that inhibit communication the most;
- concentrating on helping students to improve one aspect of their expression at a particular time by focusing on one type of error, such as mistakes in tenses or agreements;
- drawing the student's deliberate attention to one error in an oral sentence, while rephrasing the rest of the student's sentence incidentally;
- encouraging students to help each other by suggesting improvements in expression;
- having students work in pairs to edit a written assignment before it is submitted.

A variety of media and methods can be used to save time in correcting written assignments: overhead transparencies, the chalkboard, teacher-prepared dittos, and partner correction. Teachers can reduce both the time they spend marking and the

emphasis on individual students' weaknesses by:

- making a selection of assignments to mark;
- having the whole class do the same assignment in some cases, so that correction by using the chalk-board or the overhead projector is possible;
- taking up an assignment done by the whole class by correcting the work of a selection of students and then going over their errors with the whole group. Students should become increasingly responsible for identifying their own errors and making their own corrections;
- giving short, frequent assignments (dictations, content questions, short and varied written assignments) so that fast marking is possible and one assignment does not carry disproportionate weight;
- evaluating some written assignments, especially free compositions, on the basis of general impression.

DEVELOPING CULTURAL AWARENESS

To help students achieve the cultural objectives of the modern languages program, teachers must include in their programs classroom activities, projects, reading materials,

and special events that permit students to experience the culture and develop insight into it. Language and culture are inextricably interwoven.

To convey culture to their students, teachers can:

- provide an authentic cultural and social context for the language through up-to-date materials, resources, and examples;
- interject brief asides to clarify incidentally any cultural significance in words or situations that arise;
- use cultural components in the textbook as a point of departure for individual or small group assignments - skits, role-play, bulletin-board displays, presentations, reports;
- highlight periodically potential for language and cultural misunderstandings in social customs, proverbs, metaphors, and similes, in order to make students conscious of cultural differences;
- have small groups research and present information on aspects of culture chosen to relate to the program;
- make students responsible for creating, for the classroom or the school, changing displays of

photographs, postcards, maps, posters, souvenirs, or collections;

- expose students through tapes and albums to authentic examples of a wide variety of speech, music, and songs;
- incorporate into the reading program and projects, newspapers and magazines from the country of origin and from the Canadian community;
- put students into contact with native speakers through individual or class correspondence and tape exchanges, or through computer networking;
- make students and parents aware of trips, exchanges, summer camps, and other opportunities for real contact with the language;
- inform students regularly of radio and television programs, plays, or films that are available locally, and encourage them through special assignments or field trips to benefit from them;
- cooperate with other departments in the school to help them incorporate culture-related activities into their programs. Music, dance, visual arts, family studies, and the social sciences lend themselves to this integration;

- as students become aware of culture, include in class discussions and projects some consideration of other language groups beyond English and the target culture.

The richest cultural resource for a program is the language community itself and any students in the class who belong to it.

USING THE COMMUNITY AS A RESOURCE

Teachers and students who have the good fortune to be in a community where the target language and culture are represented can draw on the community to enhance their programs. Teachers can:

- seek contributions from students, parents, and the community to build up, with the teacher-librarian's help, a collection of vertical files on relevant cultural topics;
- invite target-language speakers into class to make a presentation or to be interviewed. Teachers need to help the speaker to work within the students' language competence and to prepare the students to interact with the visitor;

- assign students field work such as surveys, interviews, visits to senior citizens or to hospitals that will bring them into contact with the community;
- plan work placements or co-operative education courses in co-operation with community employers and board personnel;
- arrange field trips to theatres, religious institutions, festivals, and restaurants.

Experience beyond the classroom adds greatly to student motivation and to the reality of the program.

LEVELS OF DIFFICULTY

INTRODUCTION

Schools are encouraged to offer courses at the basic, general, and advanced levels to make language study possible for all students. This is particularly important where parents and students want the opportunity to maintain a link to their ancestral background. The goals and aims outlined in the Policy section of this guideline apply to all levels of difficulty; the objectives and activities, content, techniques, and evaluation will vary according to the level of the course.

The objectives found on pages 22 to 37 and the suggested activities to achieve them outlined in Appendix A are accompanied by an indication of the levels of difficulty for which they are appropriate. Teachers will determine, on the basis of the background and abilities of students in the class, the depth to which these objectives can be pursued. Teachers must be prepared to adjust their plans and procedures to give students a successful experience. They must also protect students' self-esteem by recognizing the validity of dialects of the language as they help students to learn in addition its standard form.

In basic- and general-level courses, personal growth and job-skill development are important components in addition to language skills and cultural knowledge. These courses should help students to develop:

- a commitment to being present, being on time, and being prepared to work;
- the ability to organize their work;
- the habits of effort and perseverance;
- good study habits and wise use of time;
- feelings of personal competence and an improved self-image;
- a sense of accomplishment;
- the ability to accept mistakes and learn from them;
- the ability to work with others, to be polite, to listen, and to be tolerant of others;
- an awareness of careers in which the language they are studying would be an asset;
- a positive feeling about life and society.

Courses for the basic and general levels should be different from the advanced-level program particularly in the depth of treatment of the grammatical concepts. It is suggested that teachers of these levels distribute over a three-year sequence the grammar content allocated to Years 1 and 2 in Appendixes B and C. It is preferable to avoid complex structures unless a specific need for

them arises in class; students should instead consolidate their skill in using a limited number of common structures. Vocabulary, on the contrary, should not be limited. Students in basic- and general-level language courses often enjoy learning it and, by broadening their vocabulary, they can increase their ability to function in the language.

To adapt their techniques in basic- and general-level courses, teachers can:

- outline the day's plan on the blackboard. These students like to see the lesson progressing;
- have extra supplies available initially in the classroom for students who have forgotten theirs;
- plan lessons to allow students ample time for completing assignments in class with consultation and reassurance available;
- use a structured activity centred on a blackboard or overhead outline to get students started;
- help students with their work at times so that they complete tasks. This will develop their sense of accomplishment and commitment;
- reinforce regular oral activities with simple reading and writing tasks; overemphasis on oral work causes insecurity for some students;

- use the most simple, concrete method to explain language usage. Telling students to follow a model makes sense to them; terms like "conjugate" are too abstract;
- use the target language as extensively as possible. These students must feel that they are in a real modern language class. Some of the students may speak the target language as their mother tongue or ancestral language;
- use English in class to reduce the students' anxiety or frustration and to clarify what is expected of them.

Teaching strategies should take into account the variation in skills and abilities of the students and should provide for differences in preferred learning styles. Working in groups will allow students to function at their own pace and will help them feel more comfortable about contributing their ideas to the class. In evaluating students in basic- and general-level language courses, teachers should use formative more often than summative evaluation, to encourage development and increase motivation. Formative evaluation leaves room for the teacher to help a student to complete evaluation tasks and reduces fears and hostilities. The aim of the program is communication in the target language; linguistic accuracy should be kept in perspective as one component of communication.

COURSES AT THE BASIC LEVEL

It is likely that most students requesting a modern language course at the basic level will have some previous experience in the language, whether at home or in heritage language classes. Teachers and guidance staff should consider whether students with that background could be successful in a course at the general level and place them at that level if it is appropriate for them.

Basic-level courses should be practical in nature and should offer learning activities which help students to experience personal growth, to develop confidence and self-esteem, to become sensitive to the culture and language they study, to become better learners, and to prepare for the world of work. Students should develop listening and speaking strategies so that they can communicate simply in the language. Teachers should keep all these objectives in mind as they plan and carry out activities in the modern languages class. They should be prepared to adjust their plans and procedures whenever they sense that these objectives are not being met.

Students should learn to communicate simply on a limited number of topics related to their interests. All the communicative concepts (pages 39 and 40) are appropriate; within them, teachers should concentrate on the most

straightforward examples. Listening and speaking skills have priority in basic-level courses. Reading and writing activities are included only to reinforce the development of listening and speaking. Used as support skills, reading and writing will help to build students' confidence, to vary classroom activities, and to provide a record for students of what they have learned. It is inappropriate to pursue formal study of the structure and functioning of language in these courses. Students will learn the language most comfortably by imitation and modelling without analysis. Some may be able, with the teacher's assistance, to recognize and imitate simple language patterns. Through on-going review, teachers will help students to consolidate their knowledge of a limited number of common structures and to expand their vocabulary.

Expectations in basic-level courses should be adjusted so that some measure of success is attainable by all students. Standards should be based on commitment as well as on actual achievement in terms of language acquisition. Evaluation must recognize personal growth and job-skill development as well as language skills and cultural knowledge. Assessment procedures should be positive and reassuring, based on small amounts of material tested frequently in a full context. Assessment practices should be varied, including classroom observation, interviews, and peer and self evaluation. Teachers should allow

students to repeat selected tests to raise their marks. This type of assessment will promote learning and give students opportunities to succeed.

COURSES AT THE GENERAL LEVEL

General-level courses will draw students who are interested in language study and who are headed towards employment or entrance to colleges of applied arts and technology. In addition to language skills and cultural knowledge, personal growth and job-skill development are important components of these courses.

Development of these skills will build students' self-esteem. Teachers should keep these objectives in mind as they plan and carry out activities in the modern languages class.

The language presented in class must be practical and relevant to students' interests, and should reflect everyday use of the language in the community. All the communicative concepts (pages 39 and 40) are appropriate; within them, teachers should concentrate on the most useful language functions. Grammar and vocabulary are not ends in themselves but components to be presented, practised, and used in natural contexts. A fundamental awareness of the structure and functioning of the

language being studied can help students understand language patterns and use them more accurately. Teaching strategies should take into account the variation in skills and abilities of the students and should provide for differences in preferred learning styles. Learning activities should be incorporated that permit the class to profit from the language skill and cultural knowledge of any students who are from the target language community.

Evaluation, as in basic-level courses, must recognize personal growth and job-skill development as well as language skills and cultural knowledge. It should be based on a variety of assessment procedures modelled on the learning activities used and designed to give appropriate weight to oral and written language competence. To encourage these students and help them to succeed, assessment of day-to-day classroom work should be made as important as periodic tests.

COURSES AT THE ADVANCED LEVEL

Advanced-level courses are suitable for students who show a particular aptitude for language learning or who are preparing for university. Courses at this level can proceed at a faster pace and can treat the content in more depth than can courses at other levels of difficulty.

These courses should present a balanced four-skill program, and should offer reading selections, learning activities, and cultural topics carefully chosen to suit students' interests and the academic skills they will require. As they analyse and discuss a variety of reading materials and cultural topics, students will increase their command of structures and the breadth of their vocabulary so that they can use the language in varied situations for a variety of audiences. Formal study of the structure and functioning of the language is appropriate for courses at this level, as are the development of research skills and independent study, particularly in the OAC.

All of the objectives, content, and techniques outlined in this guideline are appropriate in advanced-level courses.

EVALUATION

INTRODUCTION

Evaluation should be an integral, on-going, and systematic part of the learning process, designed to foster the learner's growth and to improve programs. It should:

- relate clearly to stated course objectives and content;
- assess the degree to which the program objectives have been met;
- examine progress in knowledge and skills;
- document significant areas for reporting to students, parents, and administrators;
- help teachers determine the success or failure of units of instruction;
- identify the need for program changes.

The process of evaluation should reflect the philosophy and policies of this guideline and should be attuned to the review, development, and implementation phases of the modern languages program.

EVALUATING STUDENT ACHIEVEMENT

Modern languages are taught for communication and thus communicative skill should be the primary focus of

evaluation. Evaluation of student progress is based on information gathered by assessment, which should be frequent, directly related to program objectives, and based on classroom activities. The activities provided with the objectives in Appendix A are intended both to develop knowledge and skills and to serve as suggestions for their assessment. Students need practice before being assessed on their achievement. New types of activities should not be introduced for assessment purposes only.

Students perform best when they are aware of how their performance will be assessed. Teachers should outline their expectations for student behaviour and performance at the beginning of a course. They should explain the procedures that will be used to assess each component of the course and to determine the students' final marks. They should also discuss the timing of tests.

All the language skills - listening, speaking, reading, writing - must be evaluated, and assessment procedures must reflect the emphasis accorded to each. (See the chart in the Policy section, page 21.) Since language skills are integrated in communication, most evaluation should involve the assessment of a combination of skills rather than of individual skills in isolation.

Marking schemes should assign value to both language and content and, where applicable, to ideas, clarity of expression, and organization. Both prepared and spontaneous work should be assessed. A significant portion of evaluation in language courses should be based on students' day-to-day work. By assessing daily work, teachers can promote continuous, steady effort and stress the importance of classroom practice in developing communication skills.

Students must develop the ability to manipulate the components of the language accurately. At the advanced and general levels, a percentage of marks is allocated to the direct testing of language knowledge. However, in integrated language activities, in order to encourage communication, students should not lose an inordinate number of marks for grammatical inaccuracies such as incorrect agreements, genders, and verb forms.

The following table suggests the allocation of marks to course components in each year at the basic, general, and advanced levels. A distinct percentage is not allocated for culture; it should be part of the content through which the other components are evaluated. In basic-level courses direct assessment of language knowledge is normally inappropriate; students in these courses should be assessed on communication in the language.

Where the characteristics of a particular language require it, adjustments should be made in this suggested allocation. They should be explained in the course of study.

Mark Allocation

Basic Level	2B	3B	4B
Personal growth and job-skill development	25	25	25
Listening and speaking	50	50	50
Reading and writing	25	25	25
 General Level	 2G	 3G	 4G
Listening and speaking	45	40	35
Reading and writing	30	35	40
Language knowledge	10	10	15
Personal growth and job-skill development	15	15	10
 Advanced Level	 2A	 3A	 OAC
Listening and speaking	50	45	35
Reading and writing	35	40	40
Language knowledge	15	15	15
Independent assignment	-	-	10

Listening and speaking will be assessed mainly in integrated activities such as:

- classroom interaction,
- oral presentations,
- interviews.

Reading and writing will be assessed at the general and advanced levels mainly in integrated activities such as:

- factual and open-ended questions and answers,
- short and longer writing tasks in which students express ideas,
- sight passages.

At the basic level, reading comprehension can be tested through true-false, multiple-choice, or fill-in answers.

Language knowledge will be tested directly in activities such as:

- fill-in-the-blanks and cloze items,
- transformation and substitution exercises,
- dictation,
- contextualized multiple-choice items.

In integrated listening, speaking, reading, and writing activities, as well as in the independent assignment, a maximum of 20 per cent of the marks that students have earned for the expression of their ideas may be deducted for grammatical inaccuracies. In addition, language knowledge, that is grammar and vocabulary, will be assessed in its own right, independent of student ideas. However, such language items should not be presented in isolation, but should be placed in a context.

Sample assessment schemes for oral, written, and group work and for personal growth and job-skill development are presented in Appendix J.

Samples of communicative testing approaches which could be adapted for the modern languages program can be found in the Ontario Assessment Instrument Pool packages designed for French as a second language.

EVALUATING PROGRAMS

Administrators, department heads, and program personnel can gather data for evaluating modern language programs by:

- reading the courses of study;
- examining the materials used;
- observing classroom activities;

- discussing the program with the teachers and students involved;
- reviewing the methods used to assess student achievement and the results obtained.

Criteria for the evaluation of a language program are expressed below as a series of statements. The list is not exhaustive. A rating from 1 to 5 can be assigned to each statement, to indicate to what extent it is true for the program under consideration. Low ratings indicate areas of the program that should be improved.

Criteria	Program Rating					Not Applicable
	1	2	3	4	5	
	Low				High	
1. Techniques						
The program:						
a) provides opportunities for students to communicate in the target language;	_____	_____	_____	_____	_____	_____
b) uses a balance of formal instruction, practice and communication appropriate to the students' stage of linguistic development;	_____	_____	_____	_____	_____	_____
c) leads students from structured content to free communication of their own ideas;	_____	_____	_____	_____	_____	_____
d) motivates students to make use of the target language;	_____	_____	_____	_____	_____	_____
e) provides opportunities to integrate the target language with other subject areas;	_____	_____	_____	_____	_____	_____
f) parallels the fundamental principles of education in the division - Intermediate or Senior - for which it is intended.	_____	_____	_____	_____	_____	_____
2. Meeting Student Needs						
The program:						
a) takes into account varying learning styles;	_____	_____	_____	_____	_____	_____
b) accommodates individual student needs, experiences, and interests;	_____	_____	_____	_____	_____	_____
c) offers a variety in depth, pace, and activities that is appropriate to the students' abilities;	_____	_____	_____	_____	_____	_____

Criteria	Program Rating					Not Applicable
	1	2	3	4	5	
	Low				High	
d) satisfies legitimate student curiosity;	·	·	·	·	·	_____
e) includes student-centred learning activities involving:						
i) group work	·	·	·	·	·	_____
ii) individual work;	·	·	·	·	·	_____
f) uses audio-visual materials appropriate to the students' level of maturity;	·	·	·	·	·	_____
g) has relevance for the students;	·	·	·	·	·	_____
h) provides satisfaction and challenge for the students;	·	·	·	·	·	_____
i) allows for needed reinforcement without needless repetition of known material;	·	·	·	·	·	_____
j) provides additional study and enrichment activities when appropriate.	·	·	·	·	·	_____

3. Language Skills

The program:

- | | | | | | | |
|--|---|---|---|---|---|-------|
| a) gives priority to listening and speaking in the early stages; | · | · | · | · | · | _____ |
| b) introduces reading and writing as support skills at a suitably early stage; | · | · | · | · | · | _____ |
| c) maintains a constant balance between student development of language skills and acquisition of structures and vocabulary; | · | · | · | · | · | _____ |

Criteria	Program Rating	Not Applicable
	1 2 3 4 5 .____.____.____.____. Low High	
d) provides opportunities for the varied application of the skills it includes (teacher-student exchanges, student-student exchanges, large group - small group work, dialogue, narration, balance of genres...);	.____.____.____.____.	_____
e) encourages an integrated approach to thinking, listening, speaking, reading, and writing;	.____.____.____.____.	_____
f) provides a logical progression from one topic of study to the next.	.____.____.____.____.	_____
4. Culture		
The program:		
a) presents cultural activities suitable to the language competence and maturity of students;	.____.____.____.____.	_____
b) presents information about the way speakers of the target language live, and about their frame of reference;	.____.____.____.____.	_____
c) presents a balanced image of speakers of the target language as real people with individual character traits;	.____.____.____.____.	_____
d) depicts accurately contemporary culture in the country or countries where the target language is spoken and/or used;	.____.____.____.____.	_____

Criteria	Program Rating	Not. Applicable
	<div>1 2 3 4 5</div> <div>·——·——·——·——·</div> <div>Low High</div>	
e) increases students' sensitivity to and awareness of culture by comparing and contrasting the target language culture with the other cultures that students know;	·——·——·——·——·	_____
f) identifies, where appropriate, significant contributions of other language groups to Canadian history and culture.	·——·——·——·——·	_____
5. Evaluation		
The methods for evaluating students:		
a) employ a variety of techniques appropriately;	·——·——·——·——·	_____
b) relate to instructional objectives;	·——·——·——·——·	_____
c) are used at suitably frequent intervals;	·——·——·——·——·	_____
d) make appropriate use of student self-appraisal;	·——·——·——·——·	_____
e) include peer assessment and comment as a form of formative evaluation;	·——·——·——·——·	_____
f) provide needed information - to the student, - to parents, - to the teacher, - to administrators;	<div>·——·——·——·——·</div> <div>·——·——·——·——·</div> <div>·——·——·——·——·</div> <div>·——·——·——·——·</div>	<div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div>
g) encourage the revision of teaching/learning strategies where necessary.	·——·——·——·——·	_____

CROSS-CURRICULAR CONCERNS

ADULT EDUCATION

This guideline may serve as a basis for courses for adult language-learners in regular school programs or in continuing education courses. Such classes may be composed exclusively of adults, or of adults integrated with school-age students.

In planning courses for adult learners, teachers should consider the principles that follow. While these principles are highlighted here for adults, they apply to all students.

- Adult learners often bring a rich store of practical experience with them. Classroom activities can be designed to elicit and build on this base.
- Many adults learn best in groups and welcome the support of their fellow learners. Activities that foster social interaction will result in more effective learning. Through such activities, learners become a resource for one another.
- Many adults learn effectively through active participation. Strategies that balance experiential

activities with theoretical and abstract presentations may enhance their learning.

- Many adults tend to focus on the present and to be problem-oriented. The efforts of the teacher to discover and build on their expressed learning needs will generally enrich the learning situation.
- Adults exhibit a great range of learning styles. Opportunities for independent study and for learning projects may be used to provide for individual differences.

Adult-learning theory suggests that adults tend to be highly self-directed, responsible, and mature. The teacher should decide the extent to which the principles described above may be implemented in a given situation with the learners in the class.

Adult learners may bring to the classroom some background in the language. Diagnostic testing and interviewing will help teachers plan effectively for such learners and recognize their specific reasons for enrolling in the course. Adult learners with some knowledge of the language can function as peer tutors for others in the class or can work ahead more quickly than others. They may also be able to contribute cultural knowledge to the classroom.

CAREERS AND MODERN LANGUAGES

In our multicultural society, a knowledge of modern languages is useful in many occupations.

Guidance and modern language teachers should co-operate to discuss with students how languages relate to and affect entry into a variety of occupations. They should assist students in career planning through counselling that relates students' interest, aptitude, and achievement in modern languages to career goals. Students should be made aware of both the careers directly associated with languages and careers in which a language background will enhance their ability to relate to the public. Fields such as communications, health care, the service industry, social services, police work, government, and education may offer career opportunities.

Guidance staff can help teachers plan co-operative education courses where employment is available in the community. They can also encourage students to use the Student Guidance Information Service (SGIS), the computerized career information system offered by the Ministry of Education. It outlines the educational and training requirements for a large number of occupations and lists the post-secondary courses and programs that are offered in that field. The SGIS package includes a listing of "Occupations Related to Subjects".

COMPUTERS

Computers have an increasingly profound effect on students' daily life, school experiences, and learning. Many of the students who pursue language studies in secondary school will already have some familiarity with computers.

In a modern languages program, at present, the most apparent uses of computers are word processing and authoring programs in languages which use the Roman alphabet. Authoring programs make it possible to develop new programs or applications in specific modern languages. Language students who are also taking computer studies may be able to develop these programs as part of their course work.

Since the use of computers in the modern languages classroom is still evolving, their potential in the learning process is not fully known. Using existing software or adapting it will make it possible to vary the pace of learning and allow the individual students the amount of practice that they need. Teachers and students are encouraged to explore the capabilities and applications of computers in the modern languages program.

CO-OPERATIVE EDUCATION

Teachers of modern languages are encouraged to consider the possibility of developing co-operative education credit courses for their Senior Division students. The curriculum policy document Co-operative Education outlines the requirements for establishing these courses and every secondary school has procedures and policies that teachers can follow.

A co-operative education course consists of an in-school and an out-of-school component which are organized, integrated, and supervised by the teacher and an employer. Teachers can explore contacts in the language community that might provide students with employment opportunities. Placements could involve working in stores, newspapers, hospitals, senior citizens' homes and other community services, or assisting in heritage language instruction.

Co-operative education courses use the resources of the community to help students apply their communication skills and gain work experience. These courses can help students to recognize the value of language competence in today's multicultural world.

EXCEPTIONAL STUDENTS

The study of a modern language has particular significance and value for students who come from that cultural background. It is therefore important that provision be made to permit exceptional students to take language courses.

Some exceptional students can be accommodated in a regular language classroom with only minor changes in objectives or through an emphasis on certain teaching techniques. Other exceptional students will require more extensive modification of the program in terms of pacing, breadth or depth of content, methods of assessment, or teaching strategies.

Five broad areas of exceptionality - behavioural, communicational, intellectual, physical, and multiple - delineate the range of differences for which provisions must be made. The Identification, Placement, and Review Committee of a board identifies students as exceptional and states the identification it has made of the learning needs of each student. To meet these needs, courses designed from this guideline should provide students with learning experiences that correspond to the students' aspirations and abilities. Alterations should be made to the program to accommodate the rate of progress and level

of difficulty suited to the exceptional student, but, at the same time, the integrity of this guideline should be maintained. The assistance of additional professional staff and the use of specialized equipment or facilities may be required.

A special education program planned for an exceptional student must be based on and modified in accordance with the results of continuous assessment and evaluation. The use of a variety of assessment techniques should ensure a comprehensive evaluation of each student's progress. Reference should be made to appropriate support documents for exceptional students for suggestions related to planning, teaching, and evaluating courses.

The following are some examples of appropriate adaptations.

Hearing-impaired students should be provided with a program that focuses on reading and writing skills; expectations in listening and speaking should be restricted to those that are reasonable for the individual student. Teachers should assist these students by adapting their classroom procedures. For example, they may need to:

- encourage these students to ask for clarification;
- check their comprehension more often than that of other students;

- enunciate clearly, allowing for speech reading;
- provide more written reinforcement;
- arrange for and use hearing-aid equipment;
- provide special seating arrangements.

The evaluation of hearing-impaired students should be based on the objectives judged appropriate for their degree of hearing loss.

Gifted students should be challenged, while meeting the standard expectations of the program, to:

- exercise the higher thinking skills by selecting assignments and questions that involve summary, analysis, and critical discussion;
- research independently a theme that is relevant to the course in order to pursue a topic in depth and to develop skill in the retrieval, organization, and presentation of information from diverse sources;
- write creatively in a variety of genres: short stories, plays, editorials, diaries, poetry;
- practise leadership in discussions and in the organization of group assignments.

The evaluation of gifted students should be based on the same standards as those applied to other students taking the same credit course. Their marks should reward them for the successful completion of more challenging work.

Appropriate adaptations for other exceptionalities should be made to meet individual needs. School and board staff experienced in this area can be called on for assistance.

MULTICULTURALISM

The province of Ontario has a tradition of providing opportunities for people of various cultural, linguistic, racial, and religious origins to build a life together as Canadians. The policy of multiculturalism officially adopted by the government of Ontario advocates the preparation of all students to live harmoniously in a multicultural society and an increasingly interdependent world. The study of modern languages is well-suited to fulfil the expectations of this policy.

Throughout the program, teachers should provide students with opportunities, encouragement, and assistance to:

- develop and retain their personal identity by becoming acquainted with the historical roots of their community and culture of origin;

- develop an understanding and appreciation of the roots of our Canadian heritage through a study of the contributions and experiences of members of the target culture who have participated in the development of Canadian culture;
- develop an understanding and appreciation of cultures and civilizations in other parts of the world, especially those that relate to the language they are learning;
- develop an understanding and appreciation of the points of view and ethnic and cultural groups other than their own;
- learn the social skills and attitudes for effective and responsible participation and co-operation in a multicultural society.

SEX EQUITY

Modern language courses based on this guideline must be designed to appeal equally to male and female students. Teachers must examine their language textbooks, reading materials, cultural topics, and assignments to ensure that they provide a variety of experiences to give young men and women equal opportunities to develop their

individual potential. There should be no restriction imposed by sex-related expectations.

Teachers have a responsibility to do all they can to avoid perpetuating the stereotype of the good language student as female. Both male and female students can profit from learning languages. Co-operative effort on the part of teachers, administrators, and guidance staff can help encourage students to maintain their interest in language studies.

The school must help young men and women to recognize their potential as equals within the society in which they live. The modern language program should reflect a recognition of the expanding roles of men and women and be based on equal opportunity and on unbiased, non-sexist information.

Students may be exposed to materials in some languages which reflect stereotyped roles typical of those cultures. It is the responsibility of teachers to address the issue of sex equity in such cases. They should make students aware of the sex-equity expectations in Ontario without disparaging the values held in the culture being described.

VALUES

Values education occurs as an integral part of school experience. It is part of the study of all subjects at all levels. The modern languages program will provide regular opportunities to reflect upon the values and issues that arise from the subject matter, from the learning activities, and from students' relationships in the classroom and in their communities. These opportunities are intended to help students examine and clarify values within a social context, and to develop reflective skills which will assist them with the value dilemmas that they may experience in their lives. In the classroom, reflection on values and issues should take place in an atmosphere of fairness, respect, and caring.

Since language and culture are intertwined, one cannot learn a language without learning about the culture and heritage of that particular language group. Knowledge of different cultures and an open attitude toward the values of others are benefits which come from language study. Such studies will help students to understand that cultural differences are positive and enriching in a multicultural society.

ONTARIO ACADEMIC COURSES

INTRODUCTION

The Ontario Academic Courses (OACs) in modern languages offer pre-university preparation both for those who will continue their study of languages and for those who will pursue other courses.

AUTHORIZED COURSES AND PREREQUISITES

Two distinct courses, each having a value of one credit, can be offered. The courses must differ in reading materials, oral and written assignments, and cultural content. The same communicative concepts and grammar will form the basis for both courses; students taking a second OAC will consolidate their knowledge of the language and their ability to use it and will learn additional grammar and vocabulary dictated by the selections read.

One Senior Division advanced-level credit in the language is the prerequisite to the OAC. One OAC is not a prerequisite to the other; the courses may be taken in either order or concurrently. The second course can provide a fourth credit in the study of a modern language.

COURSE PLANNING

Each OAC must be a balanced four-skill course which includes all the objectives outlined in this guideline, all the communicative concepts, the basic grammatical content specified for the OAC, and a selection of cultural topics. It is the reading material which is the integrating factor for the organization of the course. From it will derive discussions, writing assignments, cultural topics, and topics for independent study, so that the course constitutes a coherent whole.

In most schools the demand for a second OAC will be too small to permit the scheduling of a separate class.

In order to give students the opportunity to take two OACs, schools can offer two different OACs with distinct codes in alternate years or semesters. They can combine in one OAC students who are taking that course as their first or second OAC, provided that the reading materials, oral and written assignments, and cultural topics are new to all students. The new work that students do in either course will increase their knowledge and language competence.

AIMS

The principal aim of the OACs is to develop students' communication skills in the modern language being studied.

In addition, the OACs will contribute to the effort across the total curriculum to foster the exact use of language and the orderly presentation of ideas. These courses will enable students to refine and polish the knowledge and skills that they bring to the OAC so that they can attain the highest level of achievement that their background permits.

OBJECTIVES

The objectives which appear in the Policy section of this guideline (pages 22 to 37) are all relevant to the OAC; once introduced, an objective continues to be valid throughout subsequent years. The activities suitable for achieving these objectives at the OAC level are indicated in Appendix A by an asterisk in the far right column.

CONTENT AND LEARNING EXPERIENCES

Students entering an OAC will have sufficient oral and written skills to be able to:

- understand the teacher and their peers;
- contribute and respond in the language;
- convey the general sense of a thought by the astute manipulation of the structures and vocabulary they possess;

- read for global comprehension, inferring the meaning of a few new words;
- use a dictionary effectively;
- prepare assigned pages of reading and retell events.

Learning experiences in the OAC will, for the most part, be integrated language activities in which the four language skills are interwoven. OAC activities should centre on content that merits discussion and provokes thought, that provides scope for interpretation and the expression of opinion, and that allows for student choice of topic and treatment wherever the objectives and available materials permit.

In the OAC, students will have the opportunity to extend their listening, speaking, reading, and writing skills in the modern language. Whenever possible, students should communicate with a real audience: they could visit hospitals or senior citizens' homes where residents speak the language they are studying, or make contact with heritage language classes or with other people in the local community.

Translation will be used only when necessary to clarify structures in which interference from English occurs; skill in translation is not an objective of the OAC. Students' ability to use specific structures in communication will be reinforced through guided

composition. Dictation will be used to develop their listening comprehension and their accuracy in writing.

Listening and Speaking

Classroom activities must be conducted in the language being studied so that students can practise and develop listening and speaking skills.

Students are expected to:

- participate in daily classroom interaction in a balance of large- and small-group oral activities;
- take part in dramatization and role playing;
- listen and respond to both prepared and selected authentic material;
- lead a group discussion;
- report the conclusions of a group discussion to the class;
- present orally the required independent assignment;
- interact with the teacher in a formal interview.

Student evaluation will reflect the importance placed on the development of listening and speaking skills (see the section on evaluation below).

Reading

The OAC provides a transition between the directed reading that students have experienced in previous years and the independent reading that is required in university. The OAC provides students with opportunities to become more confident readers by offering them a variety of works of different genres that relate to their experience. Some student choice should be allowed in extensive reading and, where possible, in intensive reading.

Intensive reading, with the aid of a dictionary, will provide experience in careful study of specific materials at the instructional level, with attention paid to details of content, expression, and meaning. This reading, guided by the teacher, leads to classroom analysis and discussion and a variety of assignments.

Extensive or supplementary reading is an individual activity done outside of class, after preliminary direction from the teacher. Students should develop the ability to read quickly for general comprehension, relying less on the dictionary. A variety of materials appropriate for independent reading should be provided so that students can choose reading selections that interest them. Teachers may designate only the important sections of some works for intensive study and assign the other

sections for extensive reading. Evaluation of extensive reading may be through oral or written assignments.

While specific texts are not prescribed provincially, materials should include:

- selections from at least two genres;
- works written in the twentieth century;
- a balance of poetry and prose, including periodicals which reflect the current culture of the speakers of the language;
- Canadian material, where it exists.

Students will read intensively a minimum of 100 pages and extensively a minimum of 150 pages. Where the characteristics of a particular modern language require an alteration in these requirements, that change should be justified in the course of study.

All reading materials must:

- be relevant to students' experience and appropriate to their language competence and their level of thinking;
- be worth reading;
- contain readily identifiable elements of good writing;
- use language that is appropriate for students' active vocabulary;

- have potential for a variety of follow-up activities;
- be of an appropriate length to maintain interest and to permit balance in the course;
- complement students' reading throughout their secondary school program in the language.

In selecting reading materials, teachers should consider their cultural content, their thematic relationship to other works in the course, and the way in which they complement the works previously studied. The availability of films, plays, and television programs that may be used in conjunction with a work should also be considered.

Writing

In the OAC students should develop the ability to write clearly and accurately within the scope of their knowledge of the language. They must perceive the assignments as relevant in order to write with a sense of purpose; it is recommended that writing assignments evolve naturally out of the course's reading and cultural studies.

Students learn to write by writing. The assignments should focus on four-to-five-sentence responses or brief creative writing. Initially, students should write during class time with the teacher and peers available to assist them. Introductory brainstorming will help students think in the language; editorial assistance will

help them polish their drafts. Students will keep a complete collection of their writing assignments and will revise and edit samples for evaluation. Teachers are not expected to mark in detail everything written; for some assignments, teachers may give students only a general impression of the quality of their work.

Students are expected to:

- practise exposition, description, and narration in a variety of forms, such as compositions, reports, poetry, journal entries, and letters;
- write for evaluation purposes at least four short assignments (50-100 words) and one longer assignment (200-400 words);
- share their writing assignments with their peers for reaction before editing and revisions;
- edit and revise their writing assignments before submitting them for evaluation;
- write at least one assignment for a real audience: a presentation for another class, a storybook for elementary students, a letter to a pen pal, a contribution to the school newspaper or yearbook, a letter to an institution or publication which uses the language they are learning.

Culture

The cultural content for the OAC is not prescribed; the sources for it are the culture embedded in the reading selections being studied and aspects of the culture content identified by the teacher to provide for students a selection of topics that integrate with the course. Students should become aware of the various representations of the target culture in Canada and in the world.

Each student must research individually or in a group, one aspect of the target culture for oral or written presentation. Students should choose their own topics in consultation with the teacher and the teacher-librarian. This work can constitute a longer composition, a group assignment, or the independent assignment.

The teacher should provide a selection of cultural assignments that relate to each other and to the course so that students have a greater interest in other students' assignments and achieve some breadth and depth of understanding through each other's work. The teacher should verify that resources on the topics selected are available either in the language department or in the library resource centre. An outline of cultural topics, organized under eleven headings and including some sample questions, is given in Appendix I.

A cultural assignment should:

- be appropriate to students' experience, maturity, and language competence;
- provide students with the opportunity to work with authentic materials intended for native speakers;
- stimulate students' curiosity and increase their awareness of common human experiences;
- expose students to social contexts that go beyond stereotypes in a variety of target-language settings.

Independent Assignment

The ability to work independently is a valuable skill and an essential preparation for university work. Students must prepare one independent assignment, chosen in consultation with the teacher, to be presented orally and to be evaluated. The content should complement the reading, or themes, or cultural studies of the course, so that the presentations are of benefit and interest to all. Students are expected to speak spontaneously for about five minutes with only point-form notes as cues, and to use support materials to maintain interest. A portion of the mark is to be given to the oral speaking skill demonstrated.

The listeners should participate in a discussion based on notes they take during the presentation. In this way all

students increase their involvement and their communication skills.

EVALUATION

Assessment must be directly related to program objectives and must be based on classroom practice. Since the learning experiences will be, for the most part, integrated language activities, students' achievement will be evaluated in contexts which require combinations of skills.

Students will earn marks by demonstrating their ability, orally and in writing, to understand the language and to express themselves in it. Both prepared and spontaneous work should be assessed.

In the evaluation of their expression , students should not lose an inordinate number of marks for grammatical inaccuracies; a maximum of 20 per cent of the marks earned may be deducted for spelling and errors of form.

However, students must be able to manipulate the components of the language accurately. A percentage of marks is allocated to direct testing of grammar and vocabulary. The marks allocated to this assessment of language knowledge, whether in oral or written tests or on

an examination, should not exceed 15 per cent of the total for any term, semester, or year. The independent assignment receives 10 per cent of the final mark: 5 per cent for the content developed and 5 per cent for the oral presentation.

All students taking the OAC must write at least one formal examination, except for those students who have been identified as exceptional and for whom an IPRC has established alternative evaluation procedures.

The allocation of marks on the examination must reflect the four skill objectives of the course: listening comprehension, oral performance, reading comprehension, and writing performance. Marks for listening and speaking must be incorporated into the examination mark, although these skills may be assessed at a different time. However, the independent assignment will not be incorporated into the examination mark; it is assessed separately.

The final transcript mark for the OAC will be calculated as follows:

- | | |
|---|-----|
| - listening and speaking in integrated activities | 35% |
| - reading and writing in integrated activities | 40% |
| - language knowledge tested directly | 15% |
| - independent assignment | 10% |

The total mark assigned for any report card must reflect the same balance, except for the independent assignment.

Summary of Requirements for the OAC in Modern Languages

<p>Listening and Speaking</p> <ul style="list-style-type: none"> - daily classroom interaction - large- and small-group work - dramatization/role playing/simulation - listening to and responding to prepared and authentic material - group discussion: participation as leader and recorder - report: independent assignment - interview 	<p>Reading</p> <ul style="list-style-type: none"> - intensive: 100 pages - extensive: 150 pages - at least two genres - research: independent assignment, cultural research <p>Criteria</p> <ul style="list-style-type: none"> - balance of genres - material from twentieth century - language for active use - cultural content - thematic inter-relationship - balance with earlier studies - current Canadian material, where possible 	<p>Writing</p> <ul style="list-style-type: none"> - practice in exposition, description, and narration in a variety of forms: compositions, reports, poetry, journal entries, letters - outline for oral independent assignment - editing and revision for evaluation of four shorter compositions and one longer composition - at least one assignment for a real audience
<p>Culture</p> <ul style="list-style-type: none"> - appreciation of the target culture in Canada and in the world - one research report oral or written <p>Criteria</p> <ul style="list-style-type: none"> - contemporary, authentic sources - eleven suggested topics (Appendix I) - interrelationship of topics within the course - variety of social contexts 	<p>Communicative Concepts</p> <ul style="list-style-type: none"> - ten concepts (Appendix B) - ability to perform language functions (pages 40 and 41) 	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> - basic vocabulary for communicative concepts in Appendix B - useful words from reading - skills in word analysis, inferring meaning, circumlocution, dictionary use - generic terms - knowledge of grammar outlined in Appendixes B and C



